



Classroom, Family Child Care, or Socialization Experience Observation Instrument

SETTING 1

Setting: _____

Teacher: _____

Date: _____

Start time: _____ End time: _____

Children's ages: _____

Focus child: _____

Number of children: _____

Number of staff: _____

Number of parents: _____

SETTING 2

Setting: _____

Teacher: _____

Date: _____

Start time: _____ End time: _____

Children's ages: _____

Focus child: _____

Number of children: _____

Number of staff: _____

Number of parents: _____

This instrument is designed to guide service reviewers' observations in each focus child's group setting (i.e., classroom, family child care home, or home-based socialization experience). The form contains a page for each of the concepts. Each concept highlights the Performance Standards and other regulations relevant to the concept.

The form provides space to write observations for two settings, one child per setting. Use the spaces labeled "Setting One" and "Setting Two" to take notes about what you see and hear in relation to each concept for your focus child. Make photocopies of these forms to record observations for additional focus children.

- What are the children doing, saying, and using?
- What are teachers and other staff doing, saying, and using?
- What is the environment like? How do the equipment and materials in the environment support each concept?

However, you will not be able to observe all of the concepts listed, so you may find it helpful to ask some additional questions of each teacher in whose classroom you observe. Before you begin your conversation, ask the teacher to show you the following:

- a copy of the curriculum specific to infants, toddlers, or preschoolers;
- examples of the tools used in the assessment system;
- the focus child's file (may include the developmental screening, assessment data, and individualization plans); and
- planning documents.

INTERVIEW QUESTIONS	NOTES
<p>We'd like to talk to you about your understanding of the curriculum, how you learn about children's progress, and how you plan for the children.</p> <ul style="list-style-type: none"> • How do you adapt the curriculum for use in your classroom? How do you connect what you learned about (<i>focus child</i>) to what you are teaching him/her? • How do you integrate issues of health, nutrition, and mental health into the curriculum? How do you prepare children for transitions? Can you provide an example? • What developmental screening tool do you use? Are you involved in the process of conducting the developmental screening? If you're not, how do you get the results? How does the program use the information from (<i>focus child's</i>) screening? • When screening results in a child having an IEP or IFSP, how do you use that plan in your work with that child? How do you use the information from (<i>focus child's</i>) assessments to work with him/her individually? Can you show us an example of how you do that? • How often do you assess children? How do you use the assessment information you have gathered for (<i>focus child</i>) to learn about his/her progress? How do you communicate this information to his/her parents? • How are (<i>focus child's</i>) parents involved in the planning and implementation of the curriculum to individualize for their child? • If the focus child is a child with disabilities, ask: How are (<i>focus child's</i>) parents involved in the planning for their child's IEP? • For 3- to 5-year-old classrooms, ask: How does your curriculum respond to the Head Start Outcomes Framework? 	

REVIEWER	COMMENTS
<p>At least one child development or disabilities services reviewer should read the written curriculum for the following:</p> <ul style="list-style-type: none"> • goals for children’s development and learning; • experiences through which children will achieve these goals; • what staff and parents do to help children achieve these goals; • the materials needed to support the implementation of the curriculum; • consistency with the <i>Head Start Program Performance Standards</i> and other regulations; • a base of sound child development principles about how children grow and learn; • for preschool classrooms, inclusion of the eight domains of development and learning and the required domain elements and indicators (e.g., associates sounds with written words, recognizes a word as a unit of print, and phonological awareness). <p>Questions:</p>	

NOTES

ISSUES, QUESTIONS, AND FOLLOW-UP:

1. TEACHER INTERACTIONS AND STRATEGIES

- adults using a variety of intentional strategies that vary in complexity;
- supervision of all indoor and outdoor activities;
- positive child guidance and appropriate limits.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- child-initiated and adult-directed activities;
- individual and small group experiences;
- children exploring and making choices;
- timely, predictable, and unrushed routines and transitions;
- talking to babies, singing and playing with them during diaper changes, mealtimes, and other routines.

Setting 1:

Setting 2:

<i>ISSUES, QUESTIONS, AND FOLLOW-UP:</i>

2. FACILITATING CHILDREN'S LANGUAGE AND LITERACY DEVELOPMENT

- language use and interaction among and between children and adults;
- adults fostering children's communication, including home language;
- experiences that develop auditory and visual discrimination;
- experiences that support creative expression;
- experiences that develop school-readiness skills in literacy.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- alphabet posters, puzzles, and books;
- examples of functional print and other materials in appropriate places: mailboxes, sign-in charts, maps, helper charts, and schedules;
- opportunities for children to write and dictate stories and messages;
- art, music, rhyming songs, and movement;
- learning activities such as games, puzzles, and books that promote knowledge of letters (alphabet) and sounds;
- adults reading and discussing stories one-on-one and in small groups;
- children choosing books to look at alone, to share with a friend, or to take home;
- adults and children asking questions and engaged in meaningful conversations;
- experiences, materials, conversation and activities that support the language used at home and English as a second language.

Setting 1:

Setting 2:

<i>ISSUES, QUESTIONS, AND FOLLOW-UP:</i>

3. FACILITATING CHILDREN'S MATH AND SCIENCE DEVELOPMENT

- experiences that develop skills in mathematics and science;
- experiences that develop auditory and visual discrimination;
- opportunities for children to discover how numerical concepts relate to other concepts.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- puzzles, games, unit blocks, and manipulatives that range in complexity;
- materials and experiences that develop counting, sequencing, and one-to-one correspondence;
- materials and experiences that encourage understanding of cause and effect and spatial relationships, such as a map in the block area;
- opportunities for children to discover how mathematical concepts relate to other concepts, for example measuring or weighing;
- opportunities for children to count, classify, sequence, sort, and match;
- children experimenting, describing, and making predictions;
- children using recipes for making snacks;
- children caring for plants and animals, and learning about science in their surroundings;
- adults asking children questions in ways that extend their thinking.

Setting 1:

Setting 2:

<i>ISSUES, QUESTIONS, AND FOLLOW-UP:</i>

4. FACILITATING CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT

- experiences that foster independence and trust;
- age-appropriate expectations of children;
- adults interacting in supportive ways;
- experiences that help children develop social skills, competence, respect for others, and positive attitudes towards learning.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- self-portraits and family pictures;
- books, stories, puppets, and other dramatic play experiences;
- interactive games and activities;
- familiar routines and transitions;
- clear, consistent age-appropriate rules developed with child input;
- children accessing materials independently;
- adults' timely response to children's cries and other cues;
- adults encouraging and modeling problem-solving, behaviors, and language;
- adults reinforcing age-appropriate self-control behaviors;
- singing or talking during routines and transitions.

Setting 1:

Setting 2:

ISSUES, QUESTIONS, AND FOLLOW-UP:

5. FACILITATING CHILDREN'S PHYSICAL DEVELOPMENT

- experiences that develop sensory and motor skills;
- experiences that develop fine and gross motor skills;
- children using and coordinating small muscles, including eyes, hands, and eye-hand coordination;
- sufficient safe indoor and outdoor space with age-appropriate equipment and materials.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might Look For include:

- tools such as blocks, beads, scissors, stapler, and writing or drawing tools, pencils and brushes, as appropriate;
- opportunities and sufficient space for children to crawl, sit, walk, run, jump, and climb;
- age- and ability-appropriate equipment and materials;
- children using motor skills in daily routines such as pouring juice or milk, serving themselves, buttoning, and zipping;
- children manipulating materials such as sand, water, and clay.

Setting 1:

Setting 2:

<i>ISSUES, QUESTIONS, AND FOLLOW-UP:</i>

6. PREVENTION AND EARLY INTERVENTION INTEGRATING HEALTH, NUTRITION, MENTAL HEALTH, SAFETY, AND WELLNESS

- health, nutrition, and mental health integrated into routines and children's learning experiences.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- toothbrushing and handwashing;
- children using tissues and throwing them in the wastebasket after use;
- sufficient time for meals;
- adults, toddlers, and preschool children sharing family-style meals and pleasant conversations;
- infants held while being fed;
- children involved in food experiences;
- topical books, songs, games, and fingerplays;
- children role playing;
- adults and children talking about visits to the dentist and doctor;
- experiences representative of children's cultures.

Setting 1:

Setting 2:

<i>ISSUES, QUESTIONS, AND FOLLOW-UP:</i>

7. INDIVIDUALIZING AND DISABILITIES SERVICES

- respect for the culture, language, ethnicity, family, and ability of each child;
- facilities that ensure children's safety, comfort, and participation;
- environment and curriculum that reflect the IFSP or IEP;
- adults observing and assessing children's behavior and progress.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- books, music, posters, and games in different languages and representing different cultures;
- dolls, posters, pictures, and books that represent children with disabilities;
- special furniture, equipment, and materials, if needed, to accommodate a child with disabilities;
- activities adapted to include children with disabilities;
- experiences required in the IFSP or IEP;
- adults working with individual children and with small groups of children;
- self-stick notes, notebooks, folders, cameras, or other procedures used to record observations.

Setting 1:

Setting 2:



Home Visit Observation Instrument

SETTING 1

Setting: _____

Teacher: _____

Date: _____

Start time: _____ End time: _____

Children's ages: _____

Focus child: _____

Number of children: _____

Number of staff: _____

Number of parents: _____

SETTING 2

Setting: _____

Teacher: _____

Date: _____

Start time: _____ End time: _____

Children's ages: _____

Focus child: _____

Number of children: _____

Number of staff: _____

Number of parents: _____

Instructions for Home Visit Observations

This observation instrument is designed to help Service Reviewers observe key early childhood concepts during a home visit observation in a focus child's home when the focus child is enrolled in a home-based option. Each concept highlights the Performance Standards and other regulations relevant to the concept. The work of home visitors is very different from the work of classroom teachers. Home visitors work primarily with and through parents to support their child's growth. Therefore, the observation asks you to focus on how home visitors support parents in working with their child, and on the partnership between parents and the home visitor.

The form provides space to write observations for two settings. Use the spaces labeled "Setting One" and "Setting Two" to take notes about what you see and hear in relation to each concept for your focus child. For each setting take specific notes about what you see and hear in order to answer the following questions:

- What are the children doing, saying, and using?
- What is the parent doing, saying, and using?
- What is the home visitor doing, saying, and using?

Remember that children in home-based options are exposed to the program's curriculum both through home visits and group socialization experiences. If you were to observe children in both environments, you would see many experiences that support school readiness. However, for the limited time you will be on a home visit you may see only a few specific activities carried out by the home visitor and parent. Among those you may see are the following:

- art, music, rhyming songs, and movement;
- learning activities and games that promote knowledge of letters and sounds;
- adults reading and discussing stories;
- adults and children asking questions and engaged in extended conversations;
- children's use of tools such as beads, scissors, paint brushes, and a variety of writing tools;
- materials, conversations, and activities that support language use in the home language and English as a second language;
- puzzles, games, blocks, and other manipulatives that range in complexity;

- materials and experiences to develop counting, sequencing, and one-to-one correspondence;
- opportunities for the children to count, classify, sequence, sort, and match; and
- children using recipes for making snacks and involved in food experiences.

Use these and other similar activities to guide your observations.

Since you will not be able to observe all of the concepts listed, you will find it helpful to interview the home visitor as well. Before you begin your conversation, ask the home visitor to show you the following:

- a copy of the curriculum specific to infants, toddlers, or preschoolers;
- examples of the tools used in the assessment system;
- the focus child's file (may include the developmental screening, assessment data, and individualization plans); and
- planning documents.

INTERVIEW QUESTIONS	NOTES
<p>We'd like to talk to you about your understanding of the curriculum, how you learn about children's progress, and how you plan for the children.</p> <ul style="list-style-type: none"> • Tell us about the curriculum you are using. How do you connect what you learned about (<i>focus child</i>) to what you are teaching him/her? • How do you integrate issues of health, nutrition, and mental health into the curriculum? How do you prepare children for transitions? Can you provide an example? • What developmental screening tool do you use? Are you involved in the process of conducting the developmental screening? If you're not, how do you get the results? How does the program use the information from (<i>focus child's</i>) screening? • When screening results in a child having an IEP or IFSP, how do you use that plan in your work with that child? Can you give us an example of how you do that? • Describe your process for the ongoing assessment of children. How often do you assess children? • How have you been using the results from the ongoing assessment? How do you use the results to help you in your planning? How do you use the information from (<i>focus child's</i>) assessments to work with him/her individually? Can you show us an example of how you do that? • How do you communicate with (<i>focus child's</i>) parents about their child's progress? How are (<i>focus child's</i>) parents involved in the planning, individualizing, and implementation of the curriculum? • If the focus child is a child with disabilities, ask: How are (<i>focus child's</i>) parents involved in the planning for their child's IEP? • For 3- to 5-year-old classrooms ask: How does your curriculum respond to the Head Start Outcomes Framework? 	

REVIEWER	COMMENTS
<p>Child development and/or disabilities services reviewers should review the written curriculum for the following:</p> <ul style="list-style-type: none">• goals for children's development and learning;• experiences through which children will achieve these goals;• what staff and parents do to help children achieve these goals;• the materials needed to support the implementation of the curriculum;• consistency with the <i>Head Start Program Performance Standards</i> and other regulations;• a base of sound child development principles about how children grow and learn; and• for preschool programs, inclusion of the eight domains of development and learning and the required domain elements and indicators (e.g., associates sounds with written words, recognizes a word as a unit of print, and phonological awareness). <p>Questions:</p>	

1. HOME VISIT INTERACTIONS AND STRATEGIES

How does the home visitor:

- demonstrate a friendly, cooperative relationship with the family?
- encourage parents to take leadership of the home visit?
- communicate in the family's preferred language?
- use the home as a learning environment and as a resource for curriculum experiences?
- understand the link between home visits and socialization experiences?
- (For preschool children) help parents plan experiences that foster their child's development and learning in the eight domains?
- help parents improve their parenting skills?
- plan home visits with parents to incorporate all services of the Head Start program?
- evaluate the home visit with parents?

Observe: What are the adults doing? What is the child doing?

Setting 1:

Setting 2:

Issues, Questions, and Follow-up:

2. FACILITATING CHILDREN'S LANGUAGE AND LITERACY DEVELOPMENT

How does the home visitor help parents

- understand how children learn?
- provide age-appropriate experiences that support child language and literacy learning and development?
- provide school-readiness experiences through home visits and group socializations that reflect the program's curriculum?
- value creative expression?
- foster communication, including communication in the home language?
- develop auditory and visual discrimination?

Observe: What are the adults doing? What is the child doing?

Setting 1:

Setting 2:

Issues, Questions, and Follow-up:

3. FACILITATING CHILDREN'S MATH AND SCIENCE DEVELOPMENT

How does the home visitor help parents provide:

- experiences that develop skills in mathematics?
- experiences that develop skills in science?
- experiences that develop auditory and visual discrimination?
- opportunities for children to discover how numerical concepts relate to other concepts?

Observe: What are the adults doing? What is the child doing?

Setting 1:

Setting 2:

Issues, Questions, and Follow-up:

4. FACILITATING CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT

How do the home visits help parents:

- provide experiences that foster independence?
- develop age-appropriate expectations of children?
- interact in supportive ways?
- help children develop social skills, respect for others, and friendships?
- help children feel successful, competent, and positive toward learning?

Observe: What are the adults doing? What is the child doing?

Setting 1:

Setting 2:

Issues, Questions, and Follow-up:

5. FACILITATING CHILDREN'S PHYSICAL DEVELOPMENT

How does the home visitor help parents:

- provide experiences that develop sensory and motor skills?
- provide experiences that develop fine and gross motor skills?
- assist children in using and coordinating small muscles including eyes, hands, and eye-hand coordination?
- provide sufficient safe age-appropriate equipment and materials?
- supervise their child during physical activities?

Observe: What are the adults doing? What is the child doing?

Setting 1:

Setting 2:

Issues, Questions, and Follow-up:

6. CURRICULUM: PREVENTION AND EARLY INTERVENTION INTEGRATING HEALTH, NUTRITION, MENTAL HEALTH, SAFETY, AND WELLNESS

How does the home visitor help parents:

- ensure a safe environment?
- promote health, nutrition, and wellness?
- understand and use health and hygiene practices?

Observe: What are the adults doing? What is the child doing?

Setting 1:

Setting 2:

Issues, Questions, and Follow-up:

7. CURRICULUM: INDIVIDUALIZING AND DISABILITIES SERVICES

How do the home visitor and the parent:

- plan and implement experiences that match the child's current developmental level?
- understand ways to adapt or change activities for the child?
- identify, select, and use toys, books, and other materials that match the child's interests and abilities?
- incorporate IFSP or IEP goals into daily activities?

Observe: What are the adults doing? What is the child doing?

Setting 1:

Setting 2:

Issues, Questions, and Follow-up:

8. FAMILY PARTNERSHIPS

How does the home visitor:

- support positive relationships?
- respect the home language and culture?
- encourage parents to get involved in other areas of the Head Start program?
- support parents in progress towards their goals?

Observe: What are the adults doing? What is the child doing?

Setting 1:

Setting 2:

Issues, Questions, and Follow-up:



Income Eligibility Process and Data Collection Form Instructions

File Selection Process:

For FY 2006, the Head Start Bureau is requiring each PRISM review team to review a sample (see Sample Size Look-Up Table) of randomly selected children's files to obtain information regarding the program's compliance with income eligibility program requirements. These files cannot be those belonging to focus children who are already involved in the PRISM process. With the exception of this restriction relating to focus children, the exact process for selecting the files is to be decided at the team leader's discretion.

Sample Size Look-Up Table:

This table should be used to determine the number of files that will be reviewed. The first column represents the program's actual enrollment, and the second column is the corresponding sample size for each of those actual enrollment (or range of actual enrollment) numbers. If the program's actual enrollment is less than 20, please review all of the children's files (e.g., review all 17 files for the 17 enrolled children). For enrollment numbers of 20 or greater, refer to the table to determine the correct sample size.

Actual Enrollment	Sample Size
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20-37	20
38-77	25
78-597	30
598 or more	35

Data Collection Form Completion:

1. Please enter the program name, dates of the review, grant number, the program's actual enrollment figure, the number of focus children already selected for the PRISM review, and your name in the spaces provided.

NOTE: An Information Memorandum (IM) (Log no. ACYF-IM-HS-05-04) issued by ACF on September 7, 2005 indicated the following income eligibility exceptions for children who are considered evacuees due to Hurricane Katrina. Accordingly, Reviewers should accept as eligible those families that are considered evacuees due to Hurricane Katrina. The IM indicates:

“Any family which declares it has been forced to leave its home because of Hurricane Katrina should be considered an evacuee. As such, the pre-school age children of these families are to be considered as income eligible for Head Start. If a family does not have a child’s birth certificate, programs should accept the family’s information about the child’s birth date. A note should be included in each such child’s file that age and/or income eligibility was determined based on information provided by the child’s family.”

For more information or to view the entire IM, refer to the following website:
http://www.headstartinfo.org/publications/im05/im05_04.htm

2. For each child, determine if the program identified the child as income eligible or as part of the program’s enrollment from “over-income” families.
 - a. For all children identified by the program as income eligible (i.e., from a household that meets the low-income guidelines), enter a Y in column B and proceed to step 3 (column C).
 - b. If the child was enrolled as an “over-income” child, note that on the attached form by entering an N in column B. If you enter an N in column B, your work for that specific child’s file has been completed and you should proceed to the next file.
3. Determine if there is a signed statement by a Head Start program employee stating that the child was determined to be income eligible to participate in the program.
 - a. If the file contains a signed determination statement, enter a Y in column C and proceed to step 4 (column D).
 - b. If the file does not contain a signed determination statement, enter an N in column C. If you enter an N in column C, your work for that specific child’s file has been completed and you should proceed to the next file.
4. Determine if there is additional documentation that was used in verifying and determining the child’s income eligibility.
 - a. If the file contains additional documentation used to verify the child’s income eligibility status, enter a Y in column D and proceed to step 5 (column E).
 - b. If the file does not contain additional documentation used to verify the child’s income eligibility status, enter an N in column D. If you enter an N in column D, your work for that specific child’s file has been completed and you should proceed to the next file.

5. Review the documentation used to determine eligibility and make your own determination about the child's eligibility.
 - a. If you concur with the program that the child is income eligible (i.e., from a household that meets the low-income guidelines), enter a Y in column E.
 - b. If you conclude that the child is not income eligible (i.e., "over-income"), enter an N in column E.

You should feel free to discuss any issues in this area with the Head Start program, where appropriate.

Example of Correct Data Collection Form Completion:

A	B	C	D	E
	Program has enrolled the child as an income eligible child	Reviewer finds a signed statement in folder identifying that eligibility has been verified	Reviewer finds in folder documentation used by the program for determining eligibility	Reviewer supports grantee's determination of income eligibility
File Number	(Y or N)	(Y or N)	(Y or N)	(Y or N)
1	Y	N		
2	N			
3	Y	Y	Y	Y

The reviewer correctly stopped working on File Number 1 after entering N in column C. Also, the reviewer correctly filled out the form by leaving the rest of the columns blank after writing N in column B for File Number 2. For File Number 3, the reviewer filled in all four columns because every column had a Y in them. This example demonstrates the correct completion of the form because once an N is entered into a column, the reviewer should stop work for that file and move on to begin work on the next file.

Example of Incorrect Data Collection Form Completion:

A	B	C	D	E
	Program has enrolled the child as an income eligible child	Reviewer finds a signed statement in folder identifying that eligibility has been verified	Reviewer finds in folder documentation used by the program for determining eligibility	Reviewer supports grantee's determination of income eligibility
File Number	(Y or N)	(Y or N)	(Y or N)	(Y or N)
1	Y	Y	N	Y

The reviewer should have stopped work on File Number 1 after entering N in column D. Since there is no additional documentation verifying income eligibility, it would be impossible for the reviewer to make a determination of support for the grantee's initial determination of income eligibility. Therefore, column E should have been left blank and the reviewer would begin work on File Number 2.

Completed Forms

Please deliver completed forms to the team leader as part of the requirement to submit all review-related documentation at the end of the On-Site Activities phase of the review.

Income Eligibility Data Collection Form

Program Name: _____ *Review Date:* _____

Reviewer Name: _____ *Grant Number:* _____

Actual Enrollment: _____ *Number of PRISM Focus Children:* _____

A	B	C	D	E
File Number	Program has enrolled the child as an income eligible child (Y or N)	Reviewer finds a signed statement in folder identifying that eligibility has been verified (Y or N)	Reviewer finds in folder documentation used by the program for determining eligibility (Y or N)	Reviewer supports grantee's determination of income eligibility (Y or N)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

PRISM | Income Eligibility Process and Data Collection Form

A	B	C	D	E
File Number	Program has enrolled the child as an income eligible child (Y or N)	Reviewer finds a signed statement in folder identifying that eligibility has been verified (Y or N)	Reviewer finds in folder documentation used by the program for determining eligibility (Y or N)	Reviewer supports grantee's determination of income eligibility (Y or N)
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				